

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

School Results

School: C K Burns School

District: RSU 23

Code: 3168-1375



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Grade Level Summary Report

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	199			273			13,739			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	198	198	198	270	270	270	13,422	13,440	13,395	99	99	99	99	99	99	98	98	97
With an approved accommodation	37	38	38	45	46	46	2,707	2,743	2,599	19	19	19	17	17	17	20	20	19
Current LEP Students	4	4	4	6	6	6	436	449	434	2	2	2	2	2	2	3	3	3
With an approved accommodation	1	2	2	1	2	2	196	212	185	25	50	50	17	33	33	45	47	43
IEP Students	22	22	22	31	31	31	2,123	2,131	2,111	11	11	11	11	11	11	16	16	16
With an approved accommodation	17	20	18	23	26	24	1,751	1,755	1,694	77	91	82	74	84	77	82	82	80
Students not tested in NECAP	1	1	1	3	3	3	317	299	344	1	1	1	1	1	1	2	2	3
State Approved	0	0	0	1	1	1	243	229	234	0	0	0	33	33	33	77	77	68
Alternate Assessment	0	0	0	1	1	1	219	212	210				100	100	100	90	93	90
First Year LEP	0	0	0	0	0	0	5	0	5				0	0	0	2	0	2
Withdrew After October 1	0	0	0	0	0	0	0	0	0				0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0				0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	19	17	19				0	0	0	8	7	8
Other	1	1	1	2	2	2	74	70	110	100	100	100	67	67	67	23	23	32

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	199	0	1	198	33	17	112	57	44	22	9	5	546	270	15	58	23	4	546	13,422	15	53	23	9	545
MATH	199	0	1	198	40	20	101	51	29	15	28	14	545	270	18	51	18	13	544	13,440	16	48	18	18	543
WRITING	199	0	1	198	9	5	66	33	89	45	34	17	537	270	5	33	46	16	537	13,395	6	35	45	14	538

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Reading Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

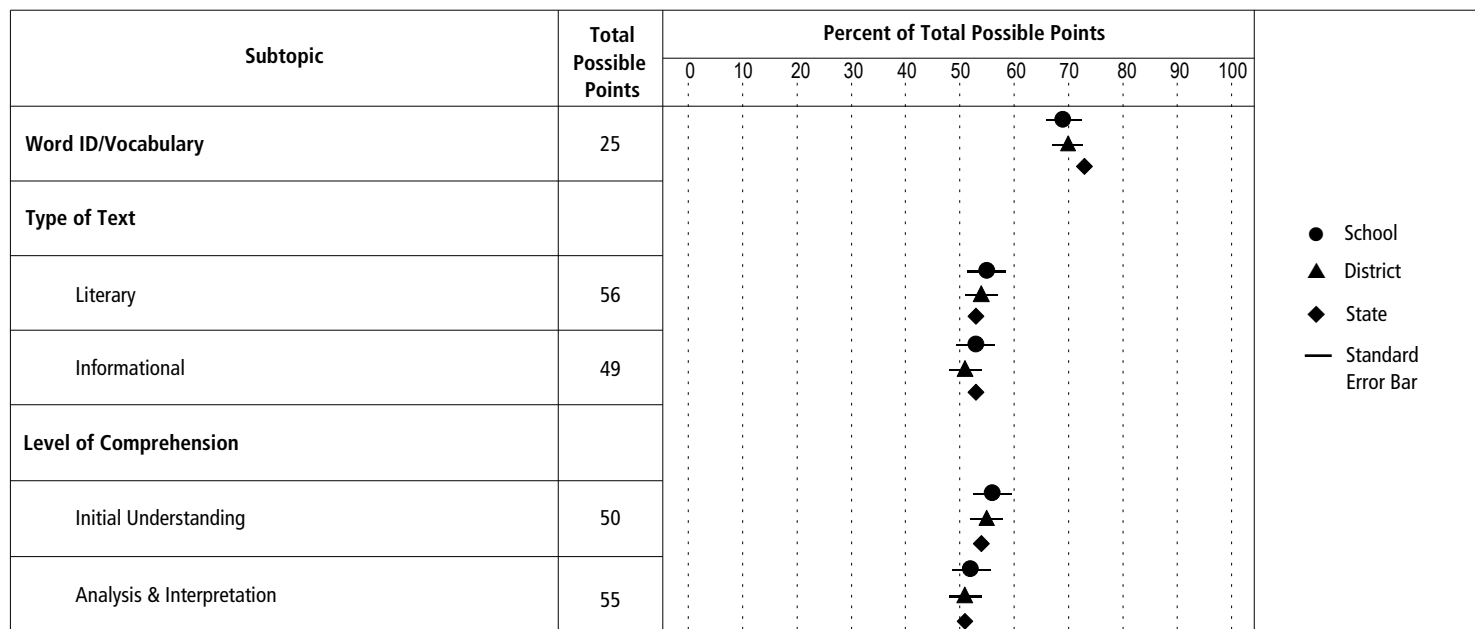
(Scaled Score 530–539)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	222	5	0	217	25	12	141	65	43	20	8	4	546
2010-11	219	3	0	216	31	14	113	52	57	26	15	7	544
2011-12	199	0	1	198	33	17	112	57	44	22	9	5	546
Cumulative Total	640	8	1	631	89	14	366	58	144	23	32	5	545
District													
2009-10	304	7	3	294	40	14	180	61	57	19	17	6	546
2010-11	331	6	0	325	40	12	173	53	88	27	24	7	544
2011-12	273	1	2	270	40	15	156	58	62	23	12	4	546
Cumulative Total	908	14	5	889	120	13	509	57	207	23	53	6	545
State													
2009-10	13,920	196	83	13,641	2,058	15	7,796	57	2,776	20	1,011	7	546
2010-11	13,877	317	100	13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12	13,739	243	74	13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
Cumulative Total	41,536	756	257	40,523	6,190	15	22,291	55	8,708	21	3,334	8	545





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Reading Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	199	0	1	198	33	17	112	57	44	22	9	5	546	270	15	58	23	4	546	13,422	15	53	23	9	545
Gender																									
Male	103	0	0	103	14	14	63	61	24	23	2	2	546	142	10	63	24	3	545	6,936	10	52	26	11	543
Female	96	0	1	95	19	20	49	52	20	21	7	7	547	128	20	52	22	6	547	6,486	21	54	19	6	547
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	5	0	0	5										9						221	13	47	29	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						117	6	40	38	15	539
Asian	5	0	0	5										6						239	21	55	15	9	547
Black or African American	4	0	0	4										4						387	5	35	29	30	537
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	38	38	8	15	549
White	184	0	1	183	33	18	104	57	39	21	7	4	547	250	16	59	22	4	546	12,290	16	54	23	8	545
Two or more races	0	0	0	0										0						155	13	53	24	10	545
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	4	0	0	4										6						436	5	34	32	29	537
Former LEP student - monitoring year 1	0	0	0	0										0						21	38	62	0	0	554
Former LEP student - monitoring year 2	0	0	0	0										0						15	60	33	7	0	557
All Other Students	195	0	1	194	33	17	111	57	41	21	9	5	546	264	15	58	22	5	546	12,950	16	54	23	8	545
IEP																									
Students with an IEP	22	0	0	22	0	0	5	23	12	55	5	23	535	31	0	29	48	23	536	2,123	1	25	39	35	534
All Other Students	177	0	1	176	33	19	107	61	32	18	4	2	547	239	17	62	20	2	547	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students	82	0	1	81	7	9	47	58	21	26	6	7	542	119	8	57	28	7	543	6,165	8	48	29	14	541
All Other Students	117	0	0	117	26	22	65	56	23	20	3	3	549	151	20	58	19	3	548	7,257	22	57	17	4	548
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	199	0	1	198	33	17	112	57	44	22	9	5	546	270	15	58	23	4	546	13,415	15	53	23	9	545
Title I																									
Students Receiving Title I Services	16	0	0	16	0	0	6	38	7	44	3	19	536	32	0	44	44	13	539	2,638	5	41	40	14	540
All Other Students	183	0	1	182	33	18	106	58	37	20	6	3	547	238	17	60	20	3	547	10,784	18	56	19	8	546
504 Plan																									
Students with a 504 Plan	4	0	0	4										6						300	9	52	30	9	543
All Other Students	195	0	1	194	33	17	110	57	43	22	8	4	546	264	15	58	23	4	546	13,122	15	53	23	9	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Mathematics Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

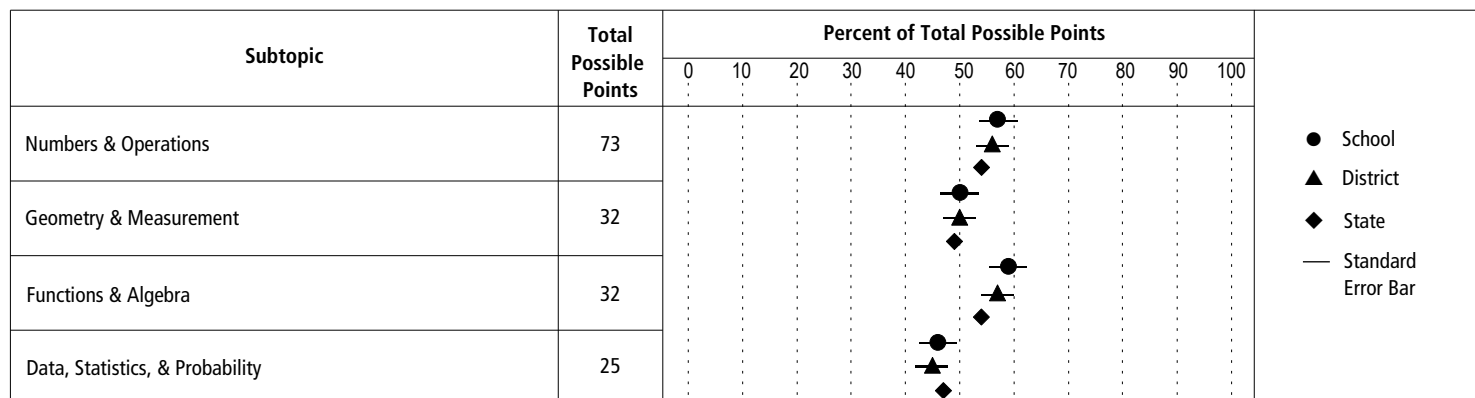
(Scaled Score 533–539)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	222	3	0	219	25	11	95	43	55	25	44	20	541
2010-11	219	1	0	218	27	12	102	47	42	19	47	22	542
2011-12	199	0	1	198	40	20	101	51	29	15	28	14	545
Cumulative Total	640	4	1	635	92	14	298	47	126	20	119	19	543
District													
2009-10	304	5	3	296	31	10	128	43	73	25	64	22	541
2010-11	331	4	0	327	36	11	162	50	61	19	68	21	542
2011-12	273	1	2	270	48	18	137	51	49	18	36	13	544
Cumulative Total	908	10	5	893	115	13	427	48	183	20	168	19	542
State													
2009-10	13,920	168	77	13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11	13,877	246	107	13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12	13,739	229	70	13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
Cumulative Total	41,536	643	254	40,639	6,699	16	18,859	46	7,567	19	7,514	18	543





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Mathematics Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	199	0	1	198	40	20	101	51	29	15	28	14	545	270	18	51	18	13	544	13,440	16	48	18	18	543
Gender																									
Male	103	0	0	103	23	22	56	54	12	12	12	12	546	142	18	52	19	11	545	6,949	17	47	18	18	543
Female	96	0	1	95	17	18	45	47	17	18	16	17	543	128	17	49	17	16	543	6,491	16	49	18	17	543
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	5	0	0	5										9						224	12	38	21	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						119	7	47	24	23	540
Asian	5	0	0	5										6						242	23	48	14	15	546
Black or African American	4	0	0	4										4						392	4	31	21	44	534
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	23	54	8	15	546
White	184	0	1	183	37	20	94	51	29	16	23	13	545	250	18	51	20	12	545	12,295	17	49	18	16	543
Two or more races	0	0	0	0										0						155	19	45	18	18	543
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	4	0	0	4										6						449	3	32	20	44	534
Former LEP student - monitoring year 1	0	0	0	0										0						21	43	48	5	5	553
Former LEP student - monitoring year 2	0	0	0	0										0						15	47	33	7	13	555
All Other Students	195	0	1	194	40	21	98	51	29	15	27	14	545	264	18	50	19	13	544	12,955	17	48	18	17	543
IEP																									
Students with an IEP	22	0	0	22	2	9	6	27	1	5	13	59	533	31	6	35	13	45	535	2,131	3	24	24	49	532
All Other Students	177	0	1	176	38	22	95	54	28	16	15	9	546	239	19	53	19	9	545	11,309	19	52	17	12	545
SES																									
Economically Disadvantaged Students	82	0	1	81	7	9	43	53	13	16	18	22	541	119	7	52	21	20	541	6,181	8	43	23	26	539
All Other Students	117	0	0	117	33	28	58	50	16	14	10	9	547	151	26	50	16	8	547	7,259	23	52	14	10	546
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	199	0	1	198	40	20	101	51	29	15	28	14	545	270	18	51	18	13	544	13,433	16	48	18	18	543
Title I																									
Students Receiving Title I Services	16	0	0	16	0	0	6	38	6	38	4	25	537	32	0	41	38	22	538	2,644	3	36	30	32	537
All Other Students	183	0	1	182	40	22	95	52	23	13	24	13	545	238	20	52	16	12	545	10,796	20	51	15	14	545
504 Plan																									
Students with a 504 Plan	4	0	0	4										6						300	10	45	24	20	541
All Other Students	195	0	1	194	39	20	100	52	29	15	26	13	545	264	18	51	19	13	544	13,140	17	48	18	17	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Writing Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

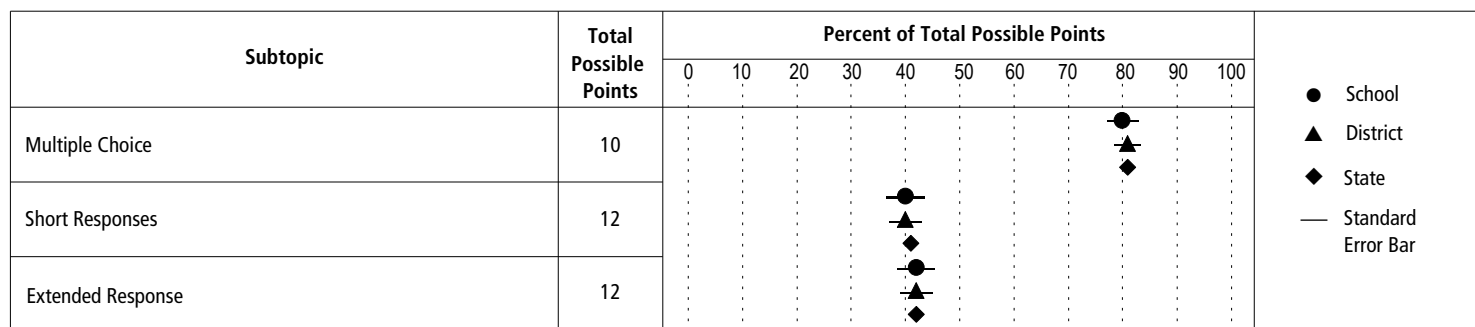
(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11	219	3	0	216	15	7	56	26	121	56	24	11	538
2011-12	199	0	1	198	9	5	66	33	89	45	34	17	537
Cumulative Total	418	3	1	414	24	6	122	29	210	51	58	14	538
District													
2009-10													
2010-11	331	5	1	325	21	6	88	27	185	57	31	10	538
2011-12	273	1	2	270	13	5	89	33	125	46	43	16	537
Cumulative Total	604	6	3	595	34	6	177	30	310	52	74	12	538
State													
2009-10													
2010-11	13,877	309	133	13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12	13,739	234	110	13,395	771	6	4,637	35	6,069	45	1,918	14	538
Cumulative Total	27,616	543	243	26,830	1,908	7	9,281	35	12,371	46	3,270	12	539





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Writing Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	199	0	1	198	9	5	66	33	89	45	34	17	537	270	5	33	46	16	537	13,395	6	35	45	14	538
Gender																									
Male	103	0	0	103	2	2	26	25	54	52	21	20	535	142	2	23	55	20	535	6,914	3	28	50	19	535
Female	96	0	1	95	7	7	40	42	35	37	13	14	539	128	8	44	37	12	540	6,481	9	42	41	9	541
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	5	0	0	5										9						219	5	31	49	16	537
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						117	1	21	50	29	532
Asian	5	0	0	5										6						238	8	40	39	13	540
Black or African American	4	0	0	4										4						384	2	24	42	33	532
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	15	62	8	15	545
White	184	0	1	183	9	5	63	34	82	45	29	16	538	250	5	34	46	14	538	12,269	6	35	46	14	538
Two or more races	0	0	0	0										0						155	5	34	42	19	537
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	4	0	0	4										6						434	4	24	42	30	533
Former LEP student - monitoring year 1	0	0	0	0										0						20	5	55	35	5	542
Former LEP student - monitoring year 2	0	0	0	0										0						15	20	53	27	0	546
All Other Students	195	0	1	194	9	5	65	34	86	44	34	18	537	264	5	33	45	16	537	12,926	6	35	45	14	538
IEP																									
Students with an IEP	22	0	0	22	0	0	0	0	10	45	12	55	527	31	0	3	52	45	528	2,111	<1	8	43	48	527
All Other Students	177	0	1	176	9	5	66	38	79	45	22	13	538	239	5	37	46	12	538	11,284	7	40	46	8	540
SES																									
Economically Disadvantaged Students	82	0	1	81	1	1	18	22	43	53	19	23	534	119	3	27	50	20	535	6,149	3	26	50	21	535
All Other Students	117	0	0	117	8	7	48	41	46	39	15	13	539	151	7	38	43	13	539	7,246	8	42	41	9	540
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	199	0	1	198	9	5	66	33	89	45	34	17	537	270	5	33	46	16	537	13,389	6	35	45	14	538
Title I																									
Students Receiving Title I Services	16	0	0	16	0	0	0	0	7	44	9	56	528	32	3	19	38	41	532	2,633	2	20	55	23	534
All Other Students	183	0	1	182	9	5	66	36	82	45	25	14	538	238	5	35	47	13	538	10,762	7	38	43	12	539
504 Plan																									
Students with a 504 Plan	4	0	0	4										6						299	2	24	57	17	535
All Other Students	195	0	1	194	9	5	66	34	86	44	33	17	537	264	5	33	46	16	537	13,096	6	35	45	14	538

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.